



Title: When Grandma Burnt Her Bra

Author: Samantha Tidy

Illustrator: Aśka

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Audience age: 6-9 years

Key Curriculum Areas: English, Science / STEAM, The Arts – Visual Arts, HASS, Health and Physical Education



SYNOPSIS:

When Grandma Burnt Her Bra uses humour to tell the story of feminism and women's rights, exploring how, throughout history, both men and women have broken down barriers. The illustrations help convey, carefully and quirkily, the complex message that things were not always equal – and that they are not yet equal – which means that each generation faces the continued fight for equality. The call to action is to carry the flame forward. And best of all, this book has dinosaurs!

THEMES:

- Feminism/Women's Rights
- Social History
- Dinosaurs
- Generational Relationships

SELLING POINTS:

- Uses humour to tell the underlying story of multiple preceding generations slowly overcoming long-held patriarchal views and traditions; emphasises that the feminist movement is not over and that there is still work to be done by the generation reading this book.
- Social history addressed in an approachable manner with humorous illustrations, helping to open up the topic for discussion among family members.
- Designed to appeal equally to male and female readers.
- Will have universal appeal in English-speaking countries, particularly in countries that share early women's rights history such as New Zealand, Australia, the United States and the United Kingdom.

AUTHOR MOTIVATION:

Now and then, despite so much achievement in gender equality, a sharp reminder arrives that we are not quite done with this agenda! I want young boys and girls to read it, and know the baton is in their hands to continue this valuable work – started by the many generations before them.

ILLUSTRATION STYLE:

I created the illustrations digitally, which means I made them using the computer. I drew using a Wacom pen and tablet, which are essentially an electronic pen and paper. The process is very similar to drawing with a pencil, except the lines I made were captured on the computer screen, and I can split my work into layers. There are two worlds depicted in the visuals of the book. The REALITY: where our protagonist Maggie and her Gran are getting ready to have their backyard BBQ; and Maggie's IMAGINATION: where she tries to piece together the stories that Grandma tells her about the past.

The second world, in Maggie's head, is where the action really takes off, as cave people disagree on family dynamics, hunt dinosaurs and... well, build caves! But in the pictures we can see that not everyone is included in these activities.

As the story progresses, the two visual worlds overlap and Maggie and her Gran end up joining in the fight, as they chase the dinosaurs away from their own backyard. At this stage it's hard to see where the REALITY ends and IMAGINATION begins. This is something I very much enjoy about picture books.

When illustrating, I used a dynamic and playful style, which resembles that of a comic book. I feel this gives the story appropriate energy, and hopefully helps the young readers tackle and digest the themes of the book.

AUTHOR/ILLUSTRATOR BACKGROUND:

Samantha Tidy is a writer of fiction and non-fiction for both children and adults. She seeks out stories that cultivate connection, resilience and build community. She believes strongly that books can help us imagine a better world for the next generation to inherit. She is passionate about libraries, sustainable stewardship of our planet and using hope, action and compassion to regenerate our future. Samantha's previous titles include *Our Bush Capital* (Storytorch Press, 2020) and *The Day We Built the Bridge* (MidnightSun Publishing, 2019).

Aśka, (pronounced 'Ash-ka'), is creative dynamite. She is an energetic visual storyteller, a comic maker and an ex-quantum physicist. Passionate about visual literacy, Aśka is an engaging presenter who travels across Australia teaching drawing-as-a-language to enthusiastic audiences. She has published many books and comics, volunteers for numerous literary organisations, and is the recipient of several government Arts grants, prizes, and the May Gibbs Fellowship. Sometimes she sleeps. Aśka's illustrations are featured in previous EK Books titles *My Storee*, *The Incurable Imagination* and *This is NOT a Book!*

ILLUSTRATOR INTERVIEW:**What does it mean to illustrate a book?**

To illustrate a book means to tell a story. This story is not the same as the story told in words, as what would be the point of saying the same thing twice, right? Instead, the visual story dances with the text and creates a whole universe around it. I love drawing these universes, making the characters speak with facial expressions or body language, and sprinkling additional jokes, interactions and story layers, throughout.

If I do my job right, when the reader opens the book and experiences the words and pictures together, it feels like they're going on an epic, colourful adventure in their own head!

What was the most rewarding part of this project?

I always focus on what excites me the most about a manuscript and then use that excitement to create the visual storyline. And I sure felt very passionate about this book's message! I had a lot of fun designing the characters and deciding on how they communicated the various themes. I enjoyed depicting the character of Grandma and her tenacity 'over the ages', and the curious mind of Maggie, as she navigates the fragments of Gran's stories and tries to make her own narrative from it. I also loved developing the silent characters. Like Grandma's frustrated cave-friend, who wants to hunt dinosaurs, rather than cook stews. Or Dad, who is an important link in the generational story – as a son of a feminist mother, a father of a spirited young girl, and so an ally in the ever continuing fight for equality.

What was the most challenging part of this project?

It was actually really hard to get the visual storytelling gender-balance right. The idea behind the book is that all genders should seek equality and that no one group is presented as 'right' or 'wrong'. Such black-and-white thinking is what got us into trouble in the first place! So I had to develop a single cave-man character who was the one stopping women from accessing equality, but make sure the other cave-male characters were open to change. The dinosaurs were also a challenge. On one hand, they represent old ideas and the inability to change, but on the other, they are the way to draw younger readers into the story and engage them with the dynamics of the gender struggle. So the way the dinosaurs were being depicted was very important. I opted for the goofy and slightly clumsy approach: with the dinosaurs stumbling and tumbling all over the place.

TEACHER ACTIVITIES/NOTES:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

DISCUSSION:**Before Reading**

- Tuning in experiment: Divide the students into a 'boys' group and a 'girls' group, without saying the words 'boys' and 'girls'. Ask all the students some questions to consider, in which they must give reasons for their choices. Questions can include: 'Which group would win a running race?', 'Which group would be better at science and maths?', 'What colours would each group like more?', 'What kinds of toys would each group like to play with?' and so on.
- Evaluate the students' responses to the tuning in task, and discuss whether some of their thinking is based on assumption and not on true knowledge. If not, give them some typical examples. Discuss the meanings of terms like, 'stereotypes', 'gender bias', 'discrimination' and 'equality / inequality', and how this can be hurtful and unfair.
- Look at the cover of *When Grandma Burnt Her Bra*. Ask, what do you see?
- What do you think the characters are thinking or feeling?
- Why is the Grandma holding that sign, and what are those symbols? Why would Grandma burn her bra?
- What does it make you wonder?
- How does the cover make YOU feel?
- What do you think this story might be about?
- Do you think this book will be helpful?

During Reading

- Have a close look at Maggie. What do you notice about her? (Can girls have short hair?)
- What might Gran mean when she says, 'some attitudes were old and worn out...?'
- What is a protest? Why might Gran have burnt her bra for the protest?
- Do you think that was true and fair that men used to be more important than women? Why or why not?
- What is the significance of the dinosaurs in the story? What does it mean when referring to the 'silly' attitudes?
- Do you agree or disagree that the men dinosaur hunters should get paid more than the ladies?
- Why does Gran continue to tell Maggie to 'feel the fire', and 'keep that fire alight'?

After Reading

- What is the story about? What is the main idea? How did it make you feel?
- What did you learn about Gran? What did she do that was so important for the future of women? Why did she burn her bra? What can you find out about the 'bra burning' movement?
- How did Maggie feel when hearing Gran's account? How do you know?
- List some of the things in the book that were unfair for women. What are your thoughts on some of these old attitudes?
- What kinds of rights do girls and women have today?
- Discuss further the advice from Gran to Maggie about 'feeling the fire' and 'keeping it alight'. Does this mean that women have achieved all equality, or is there still more work to do? Why is this important for your (students') future and for future generations? Why is this also important for boys?
- Why might it be important to include people from any gender to be able to work in a career they want (such as engineering, or complete any tasks, like cooking), especially jobs for women where there are a lot of men, and vice versa? Do you think they would be able to do these jobs just as well? Give examples for students to discuss.
- Ask students to discuss, in small groups or as a class, the implications of men and women being paid different wages for the same job. What might be the reasons these decisions have been made for different industries, even today?
- Compare and sort attitudes that are equal and unequal. See BLM 1.
- Why are there dinosaurs in the story? Why does Gran refer to dinosaurs when talking about the changes to women's rights over time? Is she really as old as dinosaurs? How does Maggie perceive Gran and these attitudes? Why has the author used this metaphor?
- What kinds of dinosaurs were in the story?

- What is an ‘election’? Why do you think it was only up to men to make big decisions about the way people live? How do you think Gran’s grandmother changed life when she won her election? What does it mean by, ‘*Soon they were all eating T-Rex burgers for dinner*’?
- What is the difference between ‘evolution’ and ‘revolution’? Write down their meanings with examples.
- Imagine what it would have been like back in the ‘dinosaur days’. Now, think about how it feels to be able to have more choices today. Compare the possible feelings of men and women then and now.
- What do you like about the illustrations? How has the illustrator portrayed the differences between then and now? Which parts / pages do you find humorous or interesting? Why? What can you tell about the characters’ facial expressions and body language to express their feelings? What kinds of media and colours has the illustrator used, and how effective are they for this story?
- Turn and talk to a friend about one thing (for example, an event, technological or cultural differences) a grandparent or older person has told you about when they were younger.
- What kinds of things can you do in the future to ‘*keep the fire alight*’ and stand up for women’s rights?

ACTIVITIES:

ENGLISH

Vocabulary: Definitions and Spelling

(ACELA1437) (ACELA1454) (ACELA1470) (ACELA1439) (ACELA1438) (ACELA1817) (ACELA1458) (ACELA1778) (ACELA1455) (ACELA1821) (ACELA1822) (ACELA1474) (ACELA1471) (ACELA1472) (ACELA1823) (ACELA1824) (ACELA1825) (ACELA1485) (ACELA1826) (ACELY1680)

- Write down some unfamiliar terms in the book on a list. These might include: *attitudes, protest, equality, barbaric, election, scandalous, politicians, engineers, evolution, revolution, gender, palaeontologist, astronaut.*
- Students can;
 - Write the definitions of some of these terms
 - Use some of these terms in sentences
 - Illustrate their sentences, showing active examples
 - Sort the terms into groups, such as ‘attitudes’, ‘actions’, ‘jobs’, etc.
 - Find and add words with common spelling patterns. For example, ‘evolution’, ‘revolution’, ‘election’, and so on.

Vocabulary: Nouns, Verbs and Adjectives

(ACELA1437) (ACELA1452) (ACELA1454) (ACELA1468) (ACELA1482)

- Locate in the book, sort and write relevant nouns (names), verbs (action words) and adjectives (describing words), like the examples below.

Nouns: *bra, underwear, men, women, dinosaurs, cave, burgers, engineers, hunters, belly, barbecue, evolution, revolution, politician, gender, palaeontologist, astronaut, grandma, etc.*

Verbs: *wearing, burning, protest, believed, gasped, cook, clean, survived, vote, terrorizing, eating, rising, complained, grumble, alight, hunting, choose, etc.*

Adjectives: *old, best, equal, barbaric, scandalous, silly, smart, outrageous, nervous, strange, shocking, brighter, high, etc.*

- Students could add their own words to these lists, and write definitions for unfamiliar terms
- Students could write a sentence about Gran or one of the old, worn out attitudes in the book, including some of these terms and making sure to use words from each column (nouns, verbs and adjectives). Illustrate your own picture or write words around the Gran image. See **BLM 2**.

Comprehension: Text-to-Self, Text-to-Text, Text-to-World

(ACELT1575) (ACELT1783) (ACELT1582) (ACELT1584) (ACELT1589) (ACELT1590) (ACELY1650) (ACELY1660) (ACELY1665) (ACELY1670) (ACELA1478) (ACELT1594) (ACELT1596) (ACELT1598) (ACELY1675) (ACELY1677) (ACELY1679) (ACELY1680)

- Ask students to think about the text and how this connects to what they know. Answer and write about the following questions...

Text-to-Self: What are some aspects in the story, *When Grandma Burnt Her Bra*, that you can relate to in your own life? Have you ever felt passionate about a cause? Have you been to a protest? Have you spoken to a grandparent or older person about the past? Do you have an interest in dinosaurs, or history? What kinds of jobs or professions, hobbies or interests do you have, or want to have, in similarity to the book? Do you remember a time when you were treated unfairly or unequally? How did it feel? What happened and how was it managed? Were you satisfied with the outcome?

Text-to-Text: Compare aspects of the story to those in another similar text, such as a different story / media (fiction or non-fiction) about making a protest, or gender in/equality, stereotypes or feminism, social history, books about dinosaurs, or underwear!

Text-to-World: Find out about current issues focussing on women's rights and attitudes that may need to be changed.

- Explore special days throughout the year that focus on women, such as International Women's Day, International Day of Women and Girls in Science, Women's History Month, etc. How can these be promoted?
- Students could conduct interviews with important females in their lives or in their community about their roles in the workforce, in the family, in society, events that caused changed, etc.
- Research and write about inspirational women in history, such as Florence Nightingale, Marie Curie, Vida Goldstein (activist), Mary Anning (palaeontologist).
- Brainstorm ways this story could help other children across the world.

Comprehension: Cloze

(ACELA1435) (ACELA1786) (ACELA1437) (ACELA1451) (ACELA1454) (ACELA1470) (ACELT1578) (ACELT1591) (ACELY1650) (ACELY1660) (ACELY1670) (ACELA1478) (ACELT1594) (ACELY1680)

- Complete the sentences by filling in the gaps with words or phrases that make the most sense.
'In Gran's day, there were people who believed _____.'
'In the dinosaur days, the cavewomen were only allowed to _____.'
'When the people had an election, only men could _____.'
'Some cavepeople said that women could not have the jobs of _____ or _____.'
'Some of the dinosaur people complained that _____.'
'The lady dinosaur hunters got paid _____ of what the men got paid.'
'My gran, her nanna, and her grandmother made sure I can be _____.'

Narrative Writing

(ACELT1581) (ACELT1582) (ACELT1586) (ACELY1651) (ACELY1661) (ACELY1662) (ACELY1671) (ACELY1672) (ACELA1478) (ACELT1594) (ACELT1599) (ACELT1601) (ACELT1791) (ACELY1678) (ACELY1682) (ACELY1683)

- Students can write a narrative, imagining life in the dinosaur days, perhaps with a twist! What are the roles of the females? The roles of the males? Is your main character a caveperson or a dinosaur? What problem could occur? What are the challenges? What kinds of dinosaurs (and underwear?) feature in your story? How is the problem resolved?
- Remember to include a setting, interesting characters, a series of events, a problem and a resolution. Set it out with a beginning, middle and end. Try some WOW words and language, like dialogue and onomatopoeia.

Alternative idea:

- Imagine you are in the future and/or living on the moon. Who would be in charge? What might their mission or purpose be? What would men and women do? Will they be equal? How might a decision affect other people?

Women in History Interviews

(ACELA1426) (ACELA1443) (ACELA1460) (ACELA1428) (ACELA1444) (ACELA1446) (ACELA1461) (ACELA1437) (ACELA1454) (ACELY1646) (ACELY1784) (ACELY1656) (ACELY1788) (ACELY1666) (ACELY1789) (ACELA1476) (ACELA1484) (ACELY1676) (ACELY1792) (ACELY1677) (ACELY1682)

Humanities and Social Sciences Links: (ACHASSI001) (ACHASSI018) (ACHASSI002) (ACHASSI035) (ACHASSI020) (ACHASSI009) (ACHASSI025) (ACHASSI041) (ACHASSI027) (ACHASSK011) (ACHASSK012) (ACHASSK013) (ACHASSK028) (ACHASSK029) (ACHASSK030) (ACHASSK044) (ACHASSK045) (ACHASSK046)

- Students can practise interaction and communication skills through some research into their own family history by interviewing an older family member, and representing their findings as an oral or visual presentation.
- Some interview questions or topics may include: *Who are the female relatives in my family? What are the names of my grandmothers? What was home life like for you / women when you were younger? Were you allowed to work? Did you work where you wanted to work? Were you treated fairly at work? What kinds of things changed for women over the years? How did these changes affect you?*
- Students could then complete a timeline (with or without dates) showing significant events in their person's life.
- Alternatively, students could draw a picture of the person they interviewed including a significant moment as a woman. For example, in their first job, first time voting, etc.

Persuasive Writing – Promoting Gender Equality

(ACELA1430) (ACELA1447) (ACELA1463) (ACELA1437) (ACELT1783) (ACELT1582) (ACELT1583) (ACELT1589) (ACELY1657) (ACELY1667) (ACELY1658) (ACELY1668) (ACELY1651) (ACELY1661) (ACELY1671) (ACELA1477) (ACELA1478) (ACELA1479) (ACELA1483) (ACELT1596) (ACELT1791) (ACELY1675) (ACELY1678) (ACELY1682)

A video about gender stereotypes can be found here: [\(14\) Boys and Girls on Stereotypes - YouTube](#)

To open up further discussion, a video about gender equality can be found here:

[\(14\) Talking to Kids About... Gender Equality - YouTube](#)

- Discuss examples of stereotypical behaviours and the impact they may have on different genders. You might like to provide a list of occupations for students to write down which they perceive as 'men's work' and 'women's work'. They need to justify their answers and then discuss whether both sexes can do that job.
- Students can create a persuasive piece or an advertisement for a job or a product, that shows men/boys and women/girls as equals, or breaking a stereotype. Some examples include: Why girls can be tradespeople. Why boys can have long hair. A girl who likes toy cars grows up to be a mechanic. Men and women playing the same sport, like netball.
- The written piece or slideshow should include a title, an introduction stating the purpose of the topic, some relevant arguments / reasons, and a conclusion.
- Alternatively, students could create a sign for a protest with a convincing statement about what they believe about gender equality. Illustrate with visual impact. Students could also write their message / statement in a torch flame shape to 'keep the fire alight' (see **BLM 9**).

Thinking Tools / Graphic Organisers

(ACELA1429) (ACELT1575) (ACELT1783) (ACELT1583) (ACELT1589) (ACELY1650) (ACELY1660) (ACELY1670) (ACELA1478) (ACELT1596) (ACELT1598) (ACELY1675) (ACELY1680) (ACELY1682)

- Encourage critical thinking and problem solving skills through the following tasks:
- **Concept Web:** Use the concept web diagram to flesh out ideas on a chosen topic, such as 'Old and Worn Out Attitudes' or 'Different Kinds of Dinosaurs'. The sub-headings for 'Old and Worn Out Attitudes' could include, 'Men are more important', 'Women cook and clean', 'Only men can vote',

'Women can't have men's jobs', 'Men can't look after children', 'Men can't cook', 'Women's pay is not equal'. Optional: Students could expand on each sub-heading with a description of how it has or hasn't changed over time. See **BLM 3**.

- **Placemat Chart:** In the middle, write the title, 'When I grow up I want to be...'. Students then use the chart to write and draw their ideas about their dream job and what it involves. See **BLM 4**.
- **Venn Diagram:** Students complete a Venn Diagram to compare the similarities and differences between then and now. They could consider things that were unequal or things that were / are the same, including kinds of jobs, clothing / undergarments, diversity of people, animals, food, art, etc. See **BLM 5**.
- **De Bono's Six Thinking Hats:** Students can think about Gran's account from Maggie's perspective. Use the six hats to consider Maggie's thoughts and feelings, and the information given by Gran. Red (fears, feelings, intuition), White (information, facts), Yellow (Benefits, positive thinking), Blue (big picture, focus, learnings), Green (creative thinking, alternatives), Black (risks, problems, obstacles). See **BLM 6**.

SCIENCE / STEAM

Dinosaur Studies

Science: ([ACSSU002](#)) ([ACSSU017](#)) ([ACSSU211](#)) ([ACSSU030](#)) ([ACSSU044](#)) ([ACSHE013](#)) ([ACSHE021](#)) ([ACSHE022](#)) ([ACSHE034](#)) ([ACSHE035](#)) ([ACSHE050](#)) ([ACSIS014](#)) ([ACSIS233](#)) ([ACSIS012](#)) ([ACSIS024](#)) ([ACSIS025](#)) ([ACSIS027](#)) ([ACSIS029](#)) ([ACSIS037](#)) ([ACSIS038](#)) ([ACSIS040](#)) ([ACSIS042](#)) ([ACSIS057](#)) ([ACSIS060](#))
 Visual Art: ([ACAVAM107](#)) ([ACAVAM108](#)) ([ACAVAM111](#)) ([ACAVAM112](#))

- Ask, what is a dinosaur? Do students know what the term 'dinosaur' means? (terrible lizard) Name some modern lizards.
- Look through the pages of the book, 'When Grandma Burnt Her Bra' for different dinosaurs. Students write a list of those in the book, including Pterodactyls, Tyrannosaurus Rex, Brachiosaurus, and find out about others in the pictures like Triceratops, Stegosaurus, Spinosaurus and Parasaurolophus.
- What can students discover about different kinds of dinosaurs?
- Watch videos on dinosaurs and palaeontology, such as:
[\(14\) Dinosaurs for Kids | Learn about Dinosaur History, Fossils, Dinosaur Extinction and more!](#) - YouTube
- Students can choose a dinosaur to write a report or create a digital presentation about, including name (scientific), type (carnivore, omnivore, herbivore), food, appearance, traits or characteristics, period in which they lived (Triassic, Jurassic, Cretaceous), interesting facts, and images. See **BLM 4** or **BLM 7 / 8** for templates.
- Based on their findings about their chosen dinosaur, students can build their own dinosaur claw from cardboard, glue and paint. Alternatively, students could make a life-sized dinosaur egg from papier-mâché.

Discover Palaeontology

([ACSSU002](#)) ([ACSSU017](#)) ([ACSSU211](#)) ([ACSSU030](#)) ([ACSSU044](#)) ([ACSHE013](#)) ([ACSHE021](#)) ([ACSHE022](#)) ([ACSHE034](#)) ([ACSHE035](#)) ([ACSHE050](#)) ([ACSIS014](#)) ([ACSIS233](#)) ([ACSIS012](#)) ([ACSIS024](#)) ([ACSIS025](#)) ([ACSIS027](#)) ([ACSIS029](#)) ([ACSIS037](#)) ([ACSIS038](#)) ([ACSIS040](#)) ([ACSIS042](#)) ([ACSIS057](#)) ([ACSIS060](#)) ([ACSIS053](#)) ([ACSIS215](#))

Palaeontology is the study of plants and animals that lived millions of years ago. The remains of ancient organisms are called fossils, preserved in rocks. Palaeontology shows how these living things evolved, or changed over time.

An introductory video on palaeontology can be viewed here: [\(14\) Dig In To Paleontology - YouTube](#)

A video about the early discoveries by Mary Anning, palaeontologist, can be viewed here:

[\(14\) Mary Anning: Fossil Hunter | Science for Kids - YouTube](#)

Students can also:

- Research different kinds of fossils and how they were formed. Information on the three kinds of fossils; impression, trace, replacement, can be found here: [Homeschool Science Corner ~ 3 Types of Fossils \(elementalblogging.com\)](#)
- If accessible, explore the details of a range of fossilised bones, insects or natural materials. Discuss the type of animal or plant it is, the different parts and what they might have been used for, what kind of fossil it is, and the similarities and differences to animals or plants in our modern world.
- Make their own fossil cast using foil, clay or plasticine, small plastic insects or objects, and plaster of Paris. Instructions can be found here: [Fossil Craft - The Crafty Classroom](#)

Miniature Cave Engineering

Design and Technologies: (ACTDEK002) (ACTDEK004) (ACTDEP005) (ACTDEP006) (ACTDEP007) (ACTDEP008) (ACTDEP009) (ACTDEK010) (ACTDEK011) (ACTDEK013) (ACTDEP014) (ACTDEP015) (ACTDEP016) (ACTDEP017) (ACTDEP018)

- Students plan, design and construct their own miniature caves using sustainable and natural materials, including such items as rocks, cardboard, matchsticks, clay and water, or papier-mâché. Students need to work together in groups to ensure the design is sturdy and durable. Does the cave have any working / moving parts? Test, evaluate and re-construct where necessary. Share the results with the class.

HUMANITIES AND SOCIAL SCIENCES

Inspirational Women in History

(ACHASSI001) (ACHASSI002) (ACHASSI005) (ACHASSI006) (ACHASSI007) (ACHASSI008) (ACHASSI018) (ACHASSI019) (ACHASSI036) (ACHASSI038) (ACHASSI023) (ACHASSI024) (ACHASSI041) (ACHASSI043) (ACHASSI052) (ACHASSI053) (ACHASSI054) (ACHASSI058) (ACHASSI059) (ACHASSI060) (ACHASSI061) (ACHASSK028) (ACHASSK030) (ACHASSK044) (ACHASSK063)

- Explore a range of famous women in history. How can they inspire us for the future?
Examples include, **Marie Curie** was the only person to receive a Nobel Prize for two separate sciences; physics, and chemistry.
Agatha Christie is the world's bestselling novelist.
Florence Nightingale established modern nursing during the Crimean War.
Vida Goldstein was a pioneer for women's rights in Australia.
Provide a list of 20 to 25 inspirational women for students to research.

Students can:

- Research and write up a given number of short fact cards about their chosen inspirational women in history. The cards should include a picture of the person, their place and date of birth (and death, if applicable), and a sentence explaining their accomplishments.
- With a partner, students can play a 'Guess Who?' game, with each player asking questions to guess who is on the other person's card. Questions might include, 'Did she contribute to science?', 'Was she an artist?', 'Did she win a Nobel Prize?', 'Did she discover fossils?', and so on.
- Students could create a Bingo board, including either the inspirational women, or their achievements (such as, contributed to medicine, involved in politics, science, maths, engineering, etc.)

Gender Equality Timeline

(ACHASSI001) (ACHASSI002) (ACHASSI004) (ACHASSI006) (ACHASSI007) (ACHASSI008) (ACHASSI018) (ACHASSI019) (ACHASSI021) (ACHASSI036) (ACHASSI037) (ACHASSI039) (ACHASSI023) (ACHASSI024) (ACHASSI041) (ACHASSI043) (ACHASSI052) (ACHASSI053) (ACHASSI054) (ACHASSI055) (ACHASSI058) (ACHASSI059) (ACHASSI060) (ACHASSI061) (ACHASSK028) (ACHASSK044) (ACHASSK046) (ACHASSK063)

A timeline outlining the history of women's rights in Australia can be found at the Victorian Women's Trust website: [Gender Equality Timeline - Victorian Women's Trust \(vwt.org.au\)](#)

- As a class, students can draw a timeline and reference some of the main points about the changes in women's rights over time, starting at 1882 until today.

HEALTH AND PHYSICAL EDUCATION

Healthy Mind / Healthy Body Ideas:

(ACPPS003) (ACPPS004) (ACPPS005) (ACPPS006) (ACPPS017) (ACPPS018) (ACPPS020) (ACPPS021) (ACPMP008) (ACPMP012) (ACPMP025) (ACPMP028) (ACPMP034) (ACPMP035) (ACPMP036) (ACPMP037) (ACPMP039) (ACPMP040) (ACPMP041) (ACPMP042) (ACPMP043) (ACPMP048) (ACPMP050)

Mindfulness and physical activity are ideal for mental and physical health, as well as building relationships with family and friends.

- Role play 'stereotypical' actions of the opposite sex. Example, girls build, boys do ballet, etc.
- Act like cavemen and cavewomen. Think about how it feels to be both genders by reversing roles
- Role play jobs found in the text; dinosaur hunters, cooks, cleaners, astronauts, palaeontologists, engineers, child minders, gardeners, storytellers, etc.
- Role play being a part of a protest, with props such as signs and underwear!
- Role play pretending to be dinosaurs
- Make a colourful / impactful sign for a protest
- Set up and host a garden barbecue with your family
- Write and/or follow a recipe for your favourite meal
- Listen to stories by older family members about significant moments in the past
- Take new, and reminisce about old family photos
- Draw a blueprint and build a 'cave' with cardboard boxes or material. Where will each 'room' or area be located. How will it stay upright?
- Draw artwork and make props, such as tools, pots, etc for your 'cave'
- Visit a museum and learn about dinosaurs, fossils and palaeontology
- Dig and find your own fossils in your garden (or sandpit)
- Read books on gender equality, dinosaurs, or a job of interest
- DO NOT burn your underwear!

THE ARTS – VISUAL ARTS

Prehistoric Cave Paintings

(ACAVAM106) (ACAVAM107) (ACAVAM108) (ACAVAR109) (ACAVAM110) (ACAVAM111) (ACAVAM112) (ACAVAR113)

- Prehistoric paint was created by mixing dirt, ground up rocks, bits of burnt wood and animal fat. Students can make paint with dirt, sand, and/or clay to paint their own 'cave' paintings.
- Look at pictures of cave paintings and discuss the technique and subjects / images that were painted (animals, tools, people, hands, etc). Why did cavepeople paint these pictures, and what might be the story behind them?
- Students mix up the ingredients (vegetable oil and acrylic paint can also be added). Using the 'paint' and brushes / toothbrushes on butcher or poster paper (or even large rocks), create a cave story in the same style as the cavepeople did. Share with the class.

EQUAL vs UNEQUAL

NAME _____

DATE _____

Cut and paste the statements below into the columns you believe are equal and unequal.

Equal (Fair)	Unequal (Unfair)

Leaves him/her/them out on purpose.	Dancing is for girls, football is for boys.
Boys are superheroes, girls are princesses.	No gender is more important than the other.
Girls and boys are brave and strong.	Only men can vote.
Women get paid less for the same job.	Everyone gets the same opportunities.
Boys and girls can show emotions.	Boys are stronger, faster and smarter than girls.
Girls can cry but boys can't.	Jobs like nursing, engineering, hairstyling, firefighting can be done by any gender.

Gran

NAME _____

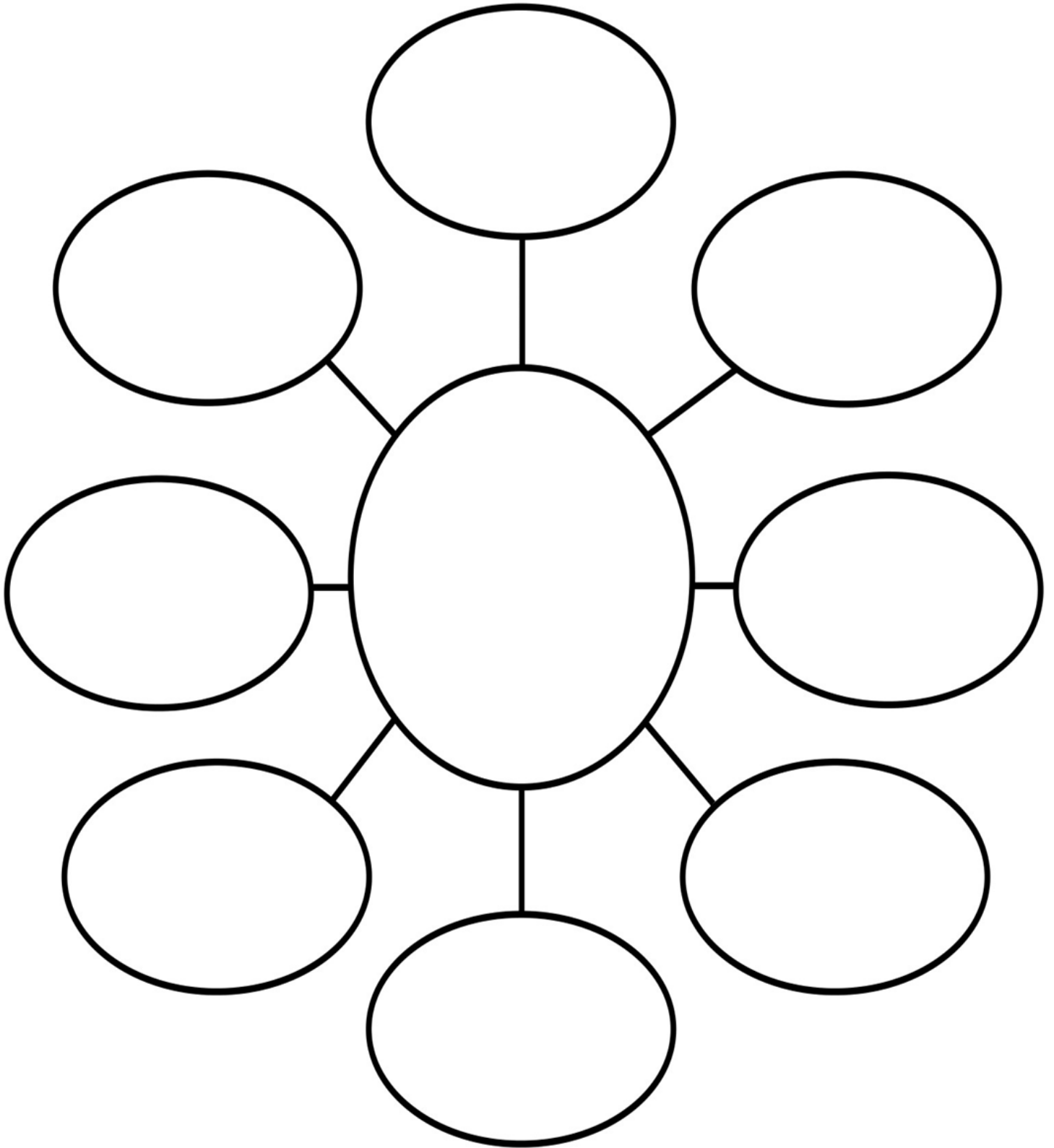
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Concept Web

NAME _____

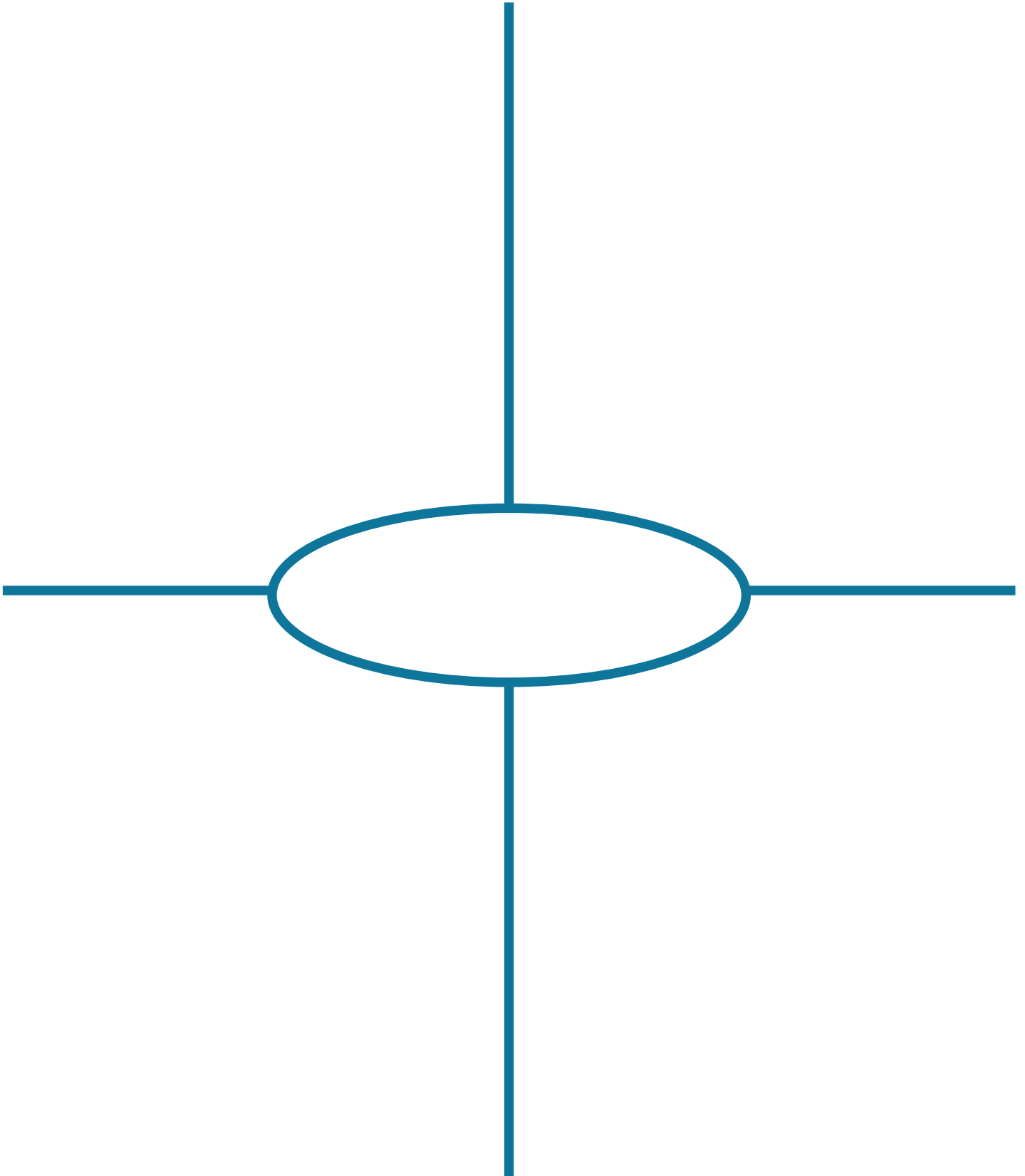
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Placemat Chart

NAME _____

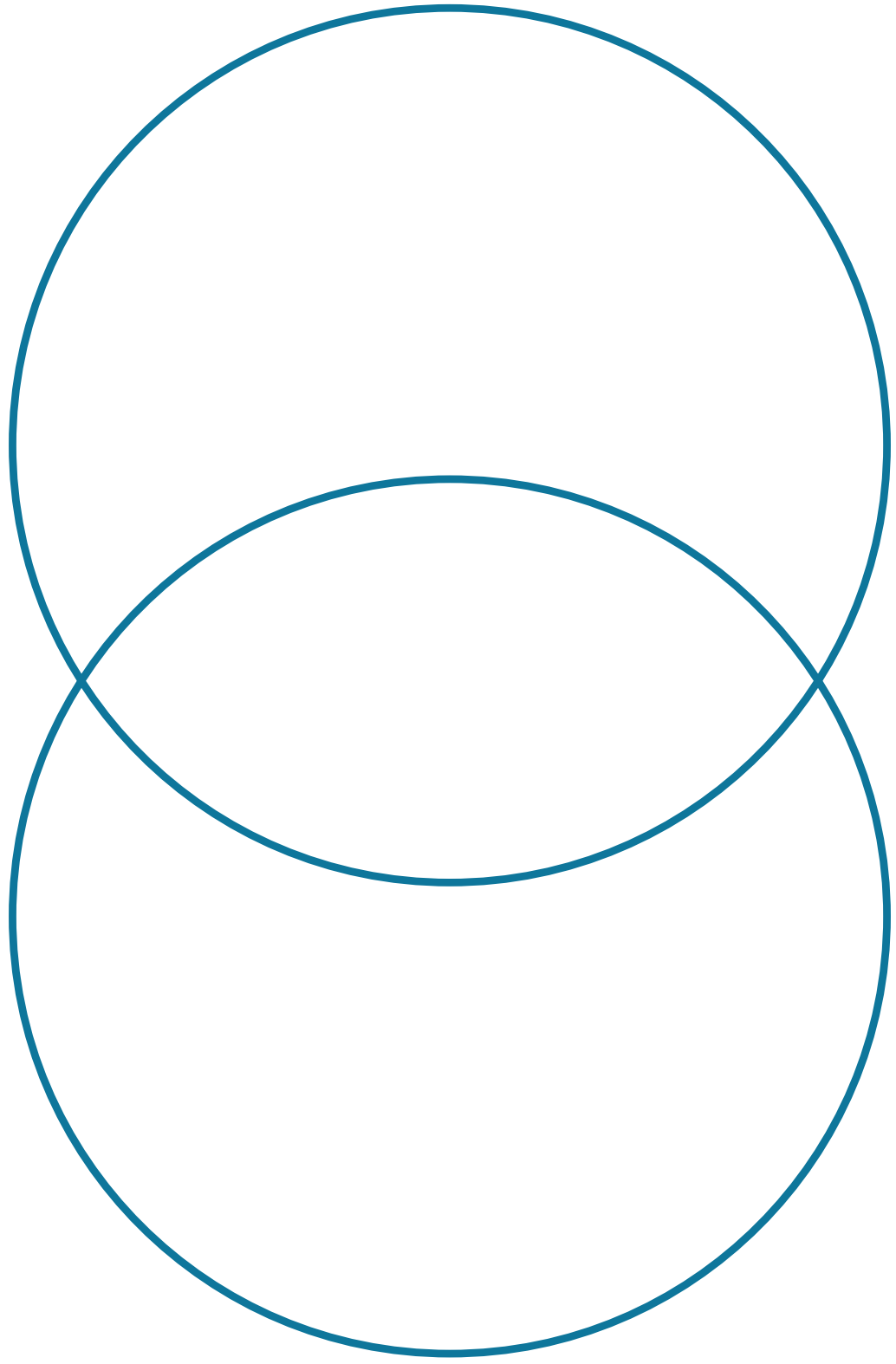
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Venn Diagram

NAME _____







DATE _____



Six Thinking Hats

NAME _____

DATE _____

<p>Red Hat</p> 	
<p>White Hat</p> 	
<p>Yellow Hat</p> 	
<p>Blue Hat</p> 	
<p>Green Hat</p> 	
<p>Black Hat</p> 	

Dinosaurs

NAME _____

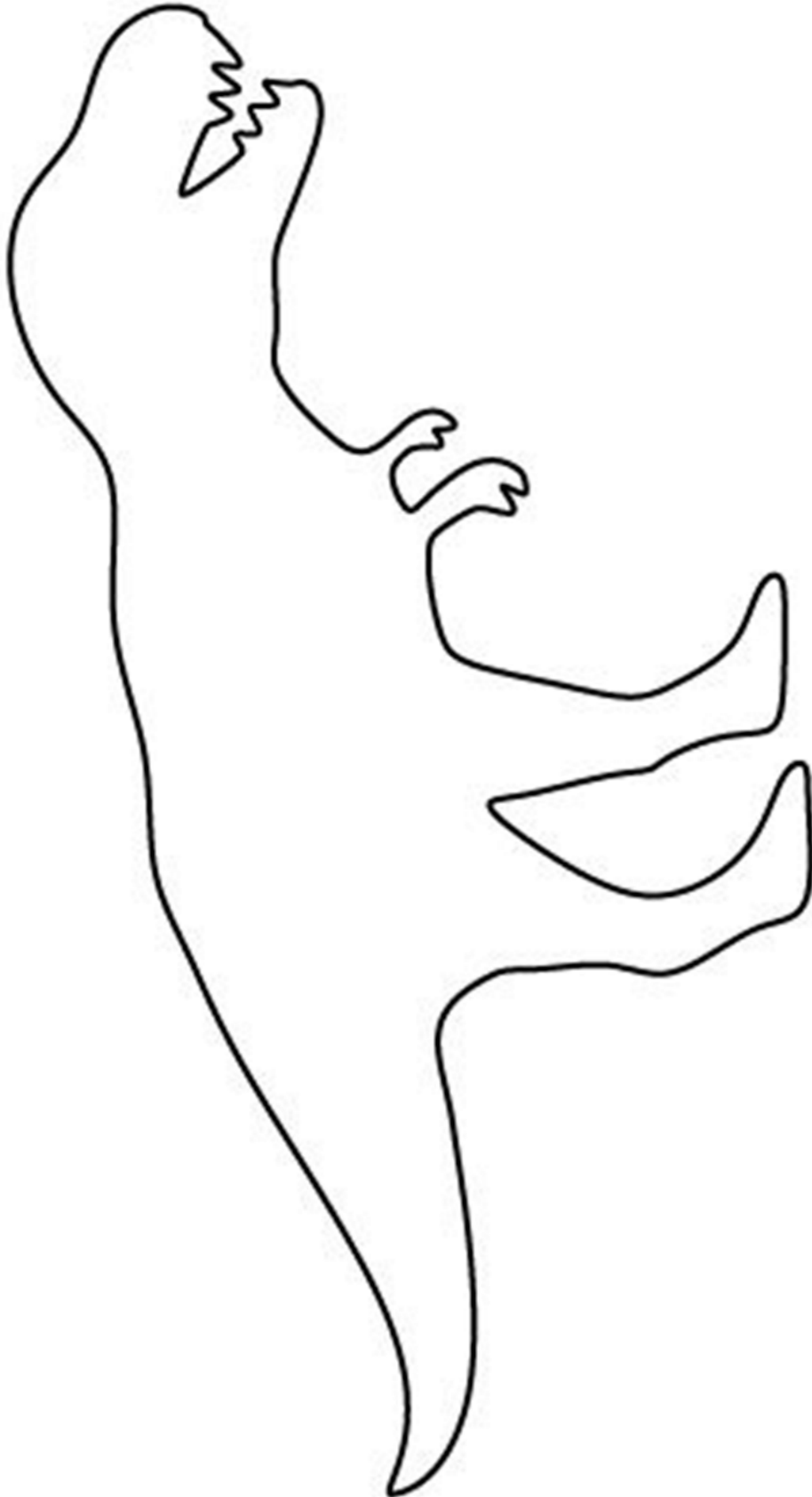
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T-Rex

NAME _____

DATE _____



Torch

NAME _____

DATE _____



WHEN GRANDMA BURNT HER BRA

Samantha Tidy & Aśka

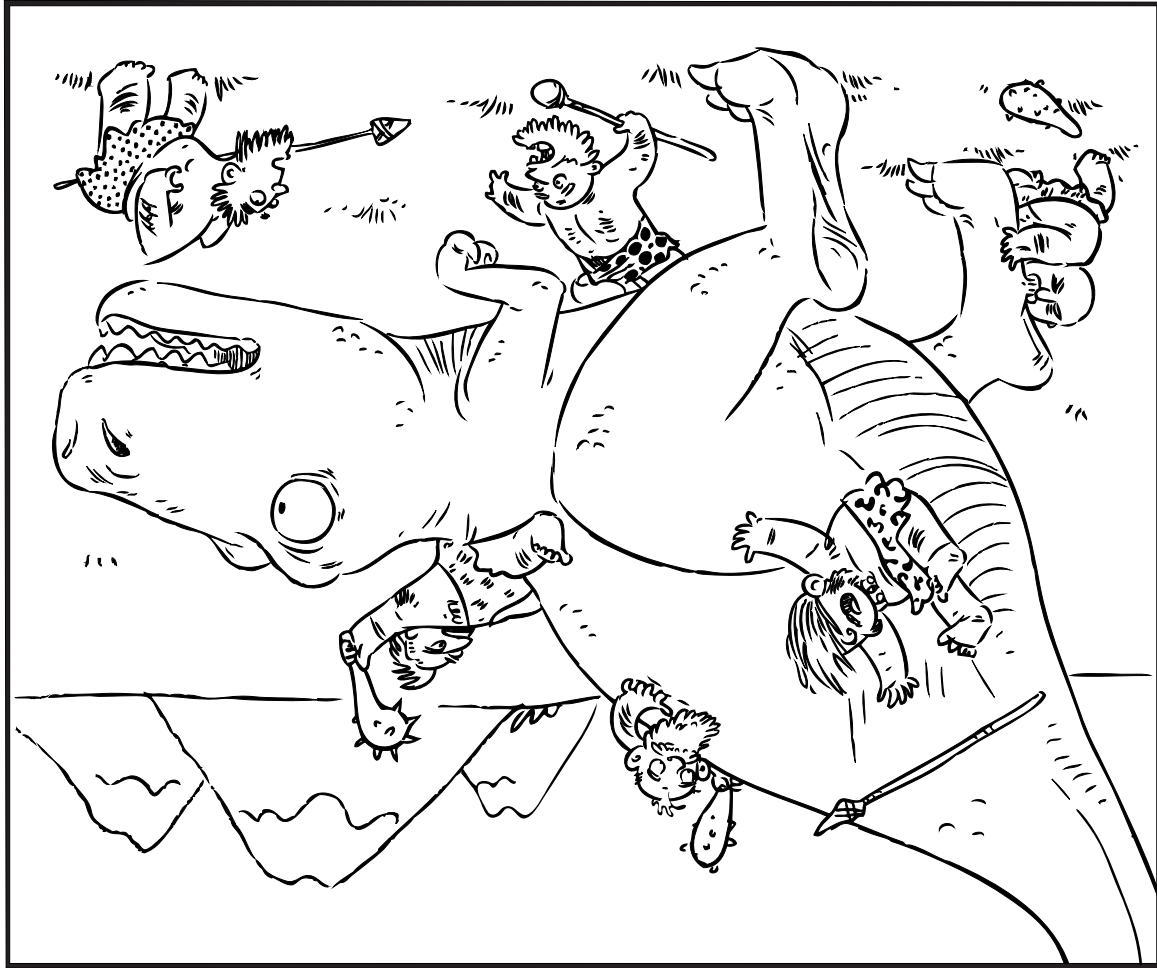
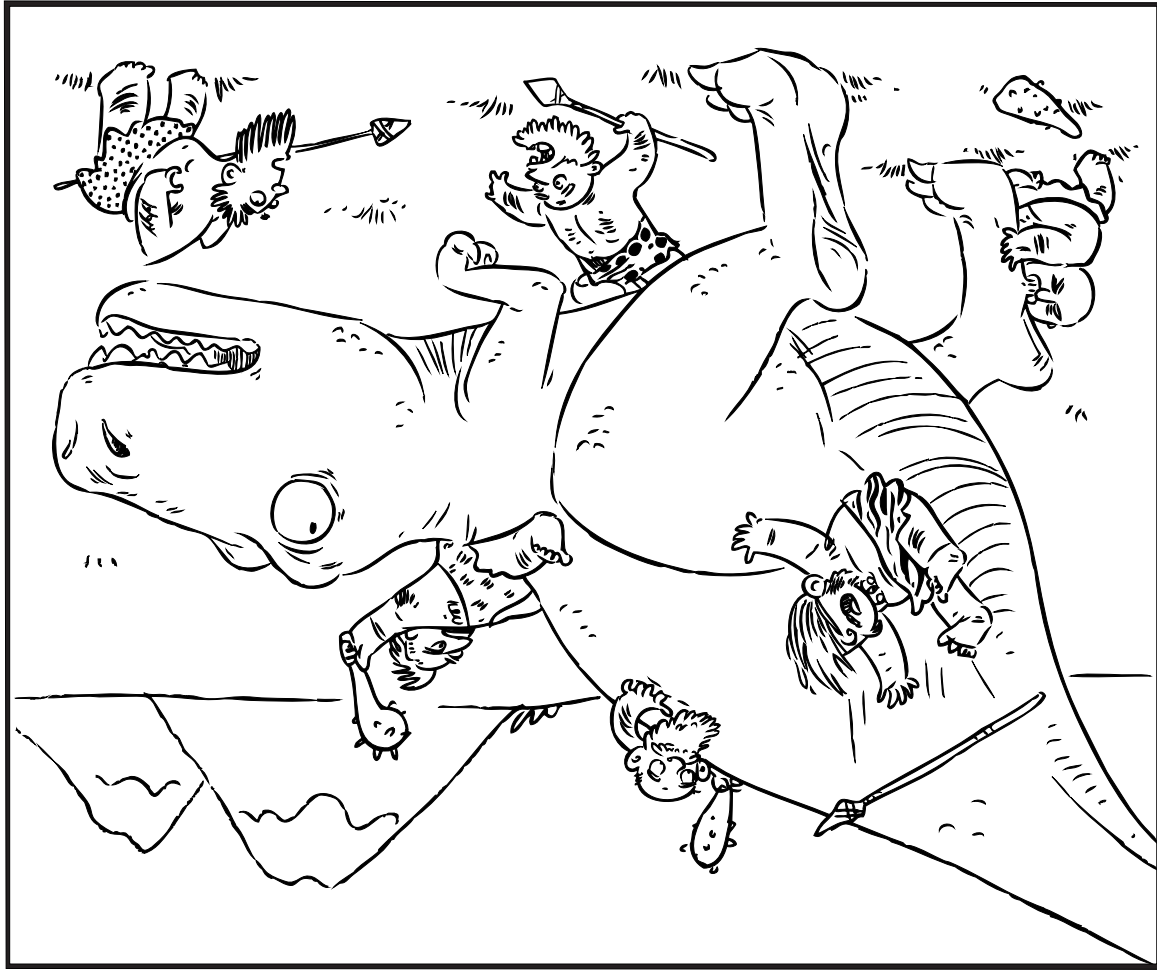


Why are the women in the photos **marching**?
What is their **protest** about?
What is a **protest slogan**?
Write some appropriate slogans on their signs,
and colour the picture in.

Did prehistorical people really fight dinosaurs?

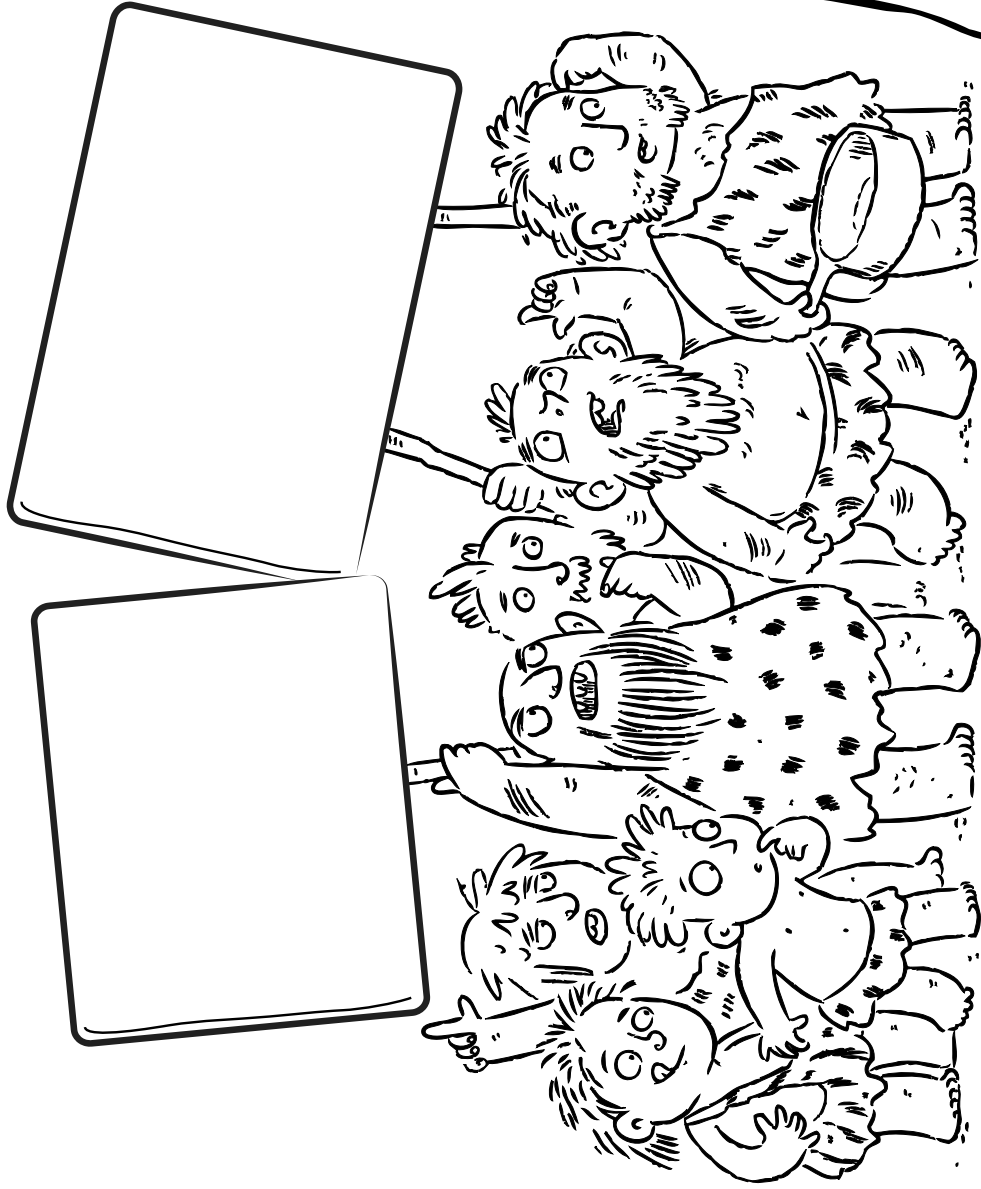
BURN HER BRA

Samantha Tidy & Aśka



WHEN GRANDMA BURNT HER BRA

Samantha Tidy & Áska



PROBLEM - SOLUTION

The cavemen are worried about something.

What could it be? Draw/write their **problem** on the signs.

What is the **solution** being offered?

Draw/write it on the stone tablet.

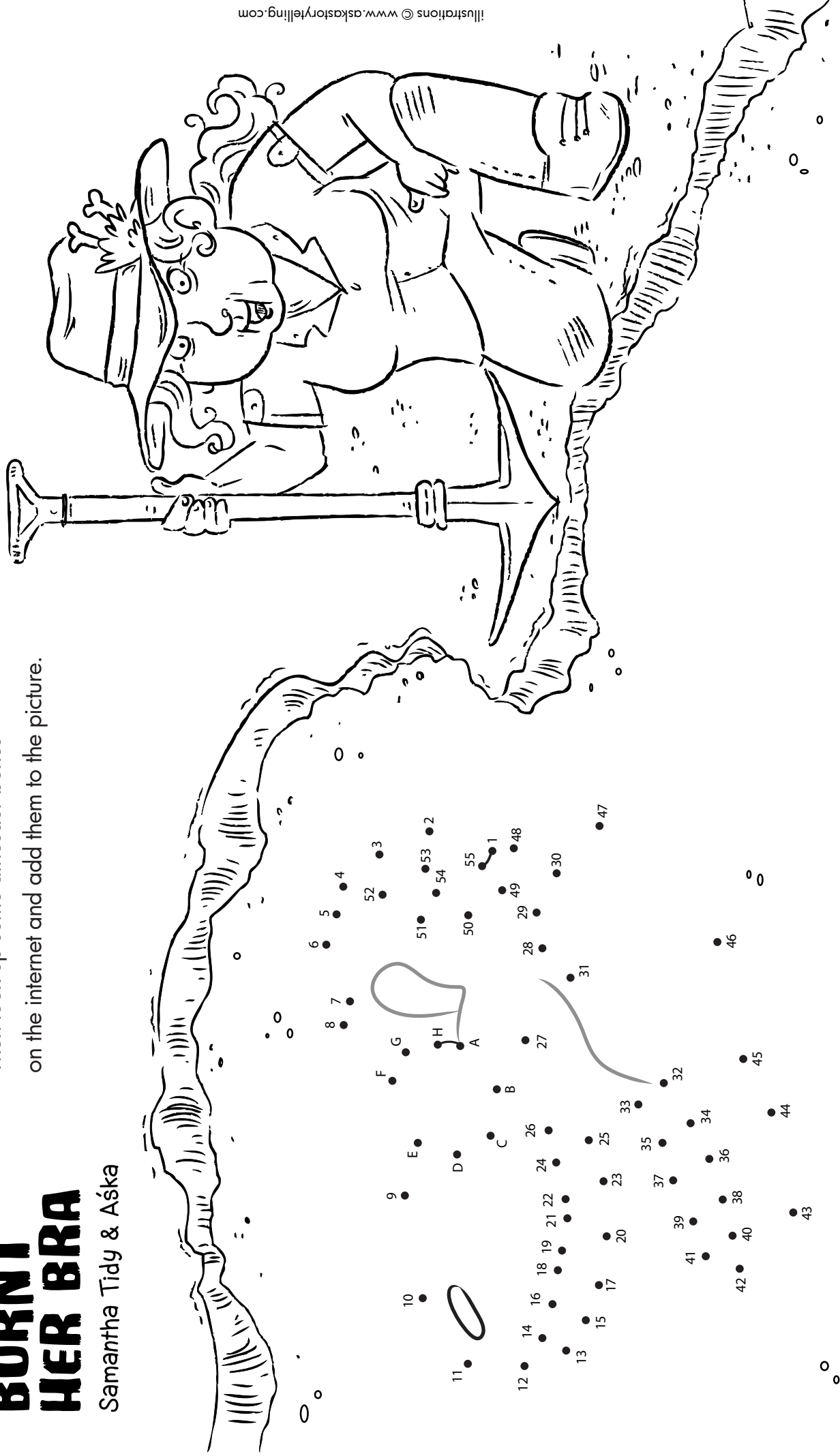
WHEN GRANDMA BURNT HER BRA

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DIGGING FOR FOSSILS

Join the dots to see what Gran found on her dig.

Then look up some dinosaur bones
on the internet and add them to the picture.

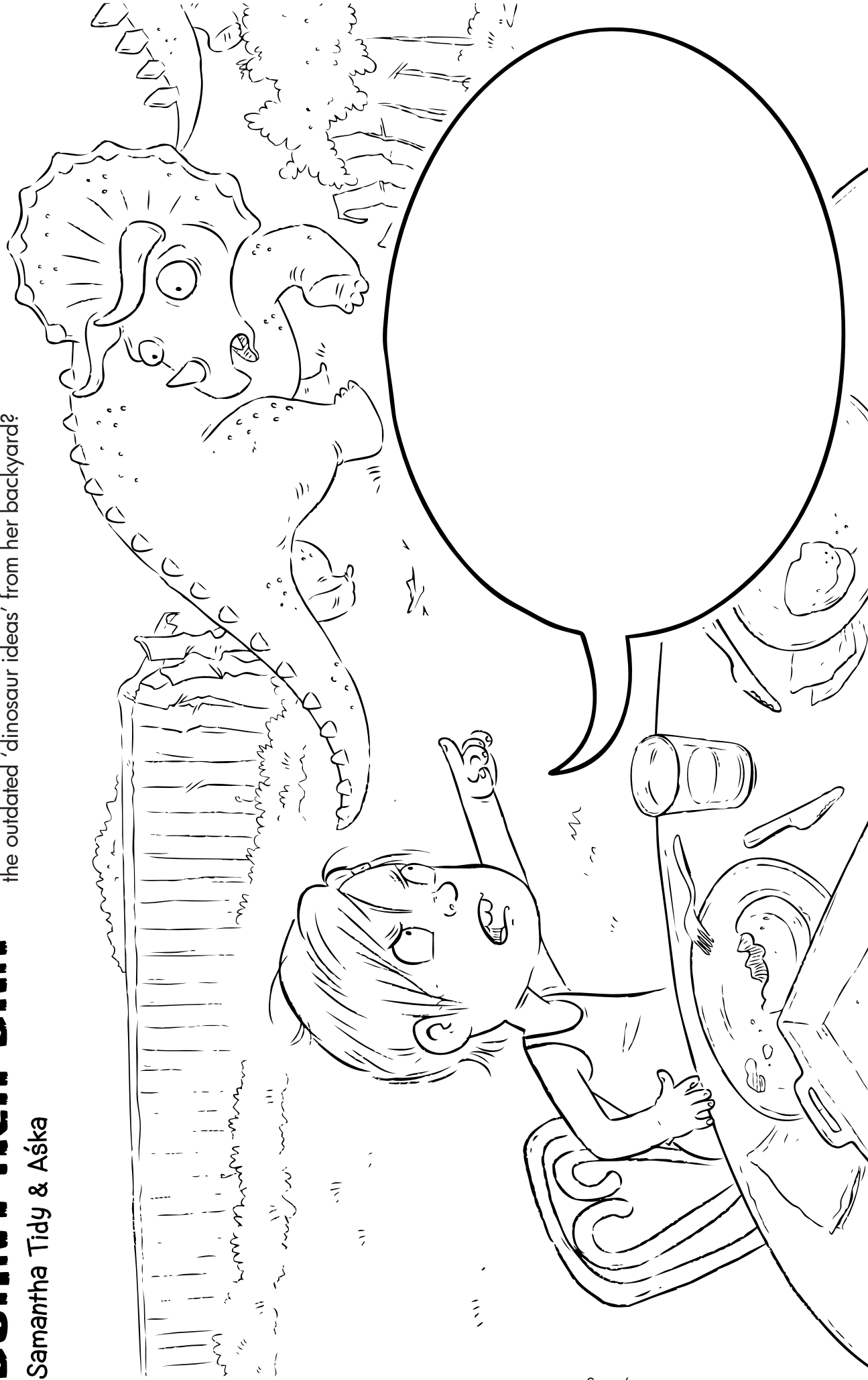


WHEN GRANDMA BURNT HER BRA

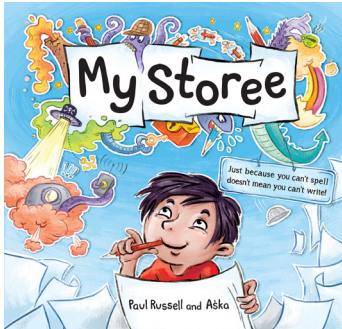
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OUTDATED IDEAS

What is Maggie yelling as she chases
the outdated 'dinosaur ideas' from her backyard?



RELATED TITLES ORDER FORM



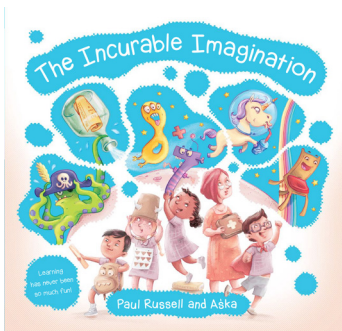
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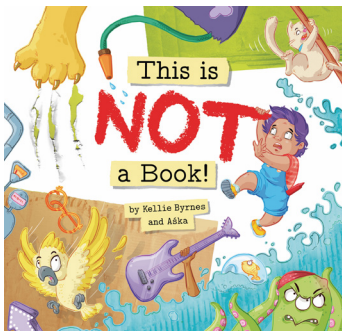
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